KS3 Curriculum Overview: Year 8 Geography: Autumn Terms 1.1 & 1.2

Learner Rationale:	**Learner – Aims & Objectives:**
A learner will develop interleaving knowledge and comprehension upon different geographical topics across the national curriculum. Year 8 heavily encompasses and develops a sense of independence and responsibility, where students begin to learn about diverse topics across human and physical geography with associative links to our GCSE curriculum, along with parallel links to national curriculum expectations.	Learners will develop and extend their knowledge of locations, places, environments and processes, upon a variety of scales and contents. Through this, understanding of people and the environment will expand by 'thinking like a geographer', which encompasses a range of skills through fieldwork, evaluating vast amounts of evidence, as well as developing the competency of applying their geographical knowledge and understanding to real life contexts.

Term 1:		**Term 2:**		**Term 3:**	
1:1: **Crumbling Coasts (Paper Two Link)**	1:2: **Supply & Demand ((Paper Three Link)**	2:1: **Devastating Disasters (Paper One Link)**	2:2: **Our Warming Planet (Paper One Link)**	3:1: **The Middle East & Geography Conflict (Paper One, Two & Three Link)**	3:2: **Going Global – TNC's & Globalisation (Paper One, Two & Three Link)**

Term 1	**1:1: Crumbling Coasts (Paper Two Link)**	**1:2: Supply & Demand ((Paper Three Link)**	**Autumn Assessment**
Topic Coverage	**Enquiry Question**: How will physical processes about our national and international coastlines in the long-term? Knowledge (AO1 & AO2): • Distribution, formation and characteristics of UK Geology. • Formation, features, distribution and effects of constructive and destructive waves upon UK coastlines. • Coastal processes associated to erosion, weathering, mass movement, transportation and deposition. • The formation of erosional and depositional coastal landforms in association to the influence of physical processes. • Cost-benefit analysis of coastline stakeholders at a named UK coastal town, in terms of how their actions, forms of collaboration and conflicts. • Analysis over the causes and consequences of climate change upon UK coastlines. • A comparative study of the causes and consequences of climate change upon tropical low-lying nations, such as Kiribati and the Maldives. • Cost-benefit analysis of different types of coastal zone management judged on appearance, cost and sustainability. Skills (AO3 & AO4): • Exploration of enquiry questions based on stakeholders. • OS and choropleth maps locations vulnerable to sea level rise. • BGS Geology maps to correlate geological distribution and UK regions vulnerable to coastal processes.	**Enquiry Question**: How will the decline of non-renewable resources affect our planet in a positive and negative way? Knowledge (AO1 & AO2): • Classifying energy resources into renewable, non-renewable and recyclable forms of energy, that analyses energy distribution and consumption. • Discussing reasons for variations in global energy consumption and the effects of this upon the population, economy and the environment in association with climate change. • The growing global energy crisis, with focus on the decline of fossil fuels and the growing energy bills in the UK during 2022. • Decision-making tasks evaluating the costs and benefits of different energy types. • The causes and consequences of water scarcity, in correlation to the distribution of countries affected by arid environments, with focus on USA. • Measuring the features and comparing sustainable communities constructed across four continents. Skills (AO3 & AO4): • Exploration of enquiry questions based on energy stakeholders (Renewable vs. Non-Renewable). • Choropleth maps locations showing the distribution of energy consumers, producers and exporters.	**Knowledge Coverage:** ➢ Crumbling Coasts (Paper 2 Link) ➢ Supply & Demand (Paper 3 Link) **Skills Tested:** ➢ OS/Choropleth Maps/Charts. ➢ Maths-Related Questions – Mean, Range, Percentages etc. ➢ Satellite Imagery – Coastlines **Assessment Style Questions & Command Words – Edexcel B Links:** • Key Term Comprehension – Define & Multiple-Choice Questions (AO1 - Knowledge) • Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (AO2 – Comprehension & Understanding). • Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills).

	• Construction of a coastline with implementation of coastal management defences and features. <u>Assessment:</u> • Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions. • 1 Pit Stop: 1) Coastal Processes & Landforms • 1 End Of Unit Assessment: Crumbling Coasts • Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: 1) AO1 – Key Term Comprehension. 2) AO2 – Knowledge & Understanding. 3) AO3/AO4 – Skills Test. • End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation. • DIRT – Carried out after (scores recorded in exercise books): 1) Pitstops 2) End Of Unit Assessments 3) Educake Quizzes. • Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing.	• Decision-Making / Oracy exercises regarding a cost-benefit analysis of different energy resources and the impacts of water scarcity in named countries. <u>Assessment:</u> • Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions. • 1-2 Pit Stops: 1) Classifying Energy Resources. 2) The Impacts & Effects Of Energy Consumption. • 1 End Of Unit Assessment: Supply & Demand • Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: • AO1 – Key Term Comprehension. • AO2 – Knowledge & Understanding. • AO3/AO4 – Skills Test. • End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation. • DIRT – Carried out after (scores recorded in exercise books): 1. Pitstops 2. End Of Unit Assessments 3. Educake Quizzes. • Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing.	
	<u>Reading/Literacy/Oracy:</u> Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem ad enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.	<u>Reading/Literacy/Oracy:</u> Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem ad enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.	

	Home Learning: Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions. Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.	Home Learning: Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions. Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.	